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ABSTRACT

An annotated bibliography stressing methods for evaluating distributive education programs or the results of an evaluation of such programs is presented. The bibliography is based on a search of documents announced in Resources in Education (RIE) and journal articles indexed in Current Index to Journals in Education (CIJE). Each entry contains the following information: personal or corporate author, title, place of publication, number of pages, price of the document in microfiche and/or hard copy, and an abstract. A subject index is provided. (Author/BJG)

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ERIC CLEARINGHOUSE ON TESTS, MEASUREMENT, & EVALUATION
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The Evaluation of Distributive Education Programs

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Introduction

Resources in Education (RIE) is the monthly abstract journal of the ERIC system. It consists of resumes of education-related documents and indexes to these resumes. RIE covers the broad field of education in all its aspects, announcing timely report literature and recently completed research results to make possible the early identification and acquisition of documents of interest to the educational community. The Current Index to Journals in Education (CIJE) is the most complete guide for current awareness of all major educational periodical literature. Detailed indexing for articles in approximately 700 education and education-related journals is provided.

This annotated bibliography is based on a search of documents announced in RIE and journal articles indexed in CIJE. Each reference in this bibliography is concerned with the methods for evaluating distributive education programs or the results of an evaluation of such a program. The strategy used to retrieve these citations combined a set of terms consisting of TESTS, TESTING, TESTING PROBLEMS, EVALUATION METHODS, PROGRAM EVALUATION, and other subject terms related to testing and evaluation with the term DISTRIBUTIVE EDUCATION.

For each entry in the bibliography the following information is presented: personal or corporate author, title, place of publication, publisher, date of publication, number of pages, ERIC document (ED) number, price of the document as available from the ERIC Document Reproduction Service (EDRS). The notation MF stands for microfiche; HC, for paper copy. For each entry there is an abstract. Entries are listed alphabetically by author and are numbered.

Please note that journal articles (those items with an EJ number) are not available from EDRS. However, most of these journals are readily available in libraries.

The subject index lists each major term used to index a document or article. (A major term reflects the primary topic or focus.) The term, DISTRIBUTIVE EDUCATION is not listed in the index since each document has this as a subject term. The numbers in the subject index refer to the entry.

For your convenience, an EDRS order form is included. However, ERIC microfiche collections are available at approximately 475 locations throughout the country. Most of these collections are open to the public. If you are unable to locate a microfiche collection in your area, you may write to ERIC/TM for a listing.

1. American Vocational Association. Adult Distributive Education. Washington, D.C., July 1972. 46 pages. ED 075 649. MF $0.75 HC $1.85.

Adult distributive education is designed to prepare out-of-school youth and adults to enter, progress, or improve their competencies in marketing and distributive occupations. Gainful employment increased job efficiency, eventual promotion, and better understanding of the economic activity in a selected field are the immediate outcomes of the adult program. Prepared by a committee of educators, this booklet discusses the goals of an adult distributive education program and provides suggestions for: (1) program planning and development, including assessing the need for a program, role of advisory committees, staffing patterns, and sources of financial support, and (2) program implementation and evaluation, including promotional activities, scheduling, instructional facilities, teaching techniques and materials, and evaluation techniques. Sample promotional devices and a student evaluation form are appended. This publication is also available from: Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (Order No. 50372, single copies $1.30, quantity discounts).

2. Ashmun, Richard D. and Larson, Roger A. Review and Synthesis of Research on Distributive Education 1966-1968. Columbus, Ohio: Ohio State University, Center for Vocational and Technical Education, April 1970. 89 pages. ED 038 498. MF $0.75 HC $4.20.

This review and synthesis is the second in a series of analyses of the literature in the field of distributive education. The 149 citations range from 1965 to 1969 but emphasize 1966-1968. Topic areas are Philosophy and Objectives, Manpower Needs and Employment Opportunities, Curriculum Development, Educational Programs, Instructional Materials and Devices, Learning Process and Teaching Methods, Student Personnel Services, Teacher Education, Administration and Supervision, Evaluation, and Miscellaneous Studies. The number and percent of studies reviewed in each of the 11 major categories for the years 1965-1968 are presented in tabular form. Collectively, curriculum development, evaluation and teacher education were the focus of 51 percent of research in distributive education during this 3-year period. A bibliography is included. The first edition covering research prior to 1965 is available as ED 011 565 (see Entry 17). This publication is also available from: The Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (price $2.25).

3. Borosage, Lawrence and Others. Vocational Education in Michigan, The Final Report of the Michigan Vocational Education Evaluation Project. East Lansing, Michigan: Michigan State University College of Education, September 1963. 271 pages. ED 010 794. MF $0.75 HC $12.60.

Accomplishments of the Michigan Vocational Education Evaluation Project during its 4-year period of operation are presented in abbreviated form. The purposes of the evaluation study were

(1) to discover the strengths and weaknesses of the present program of vocational education and (2) to provide information which would properly shape the direction of the program both now and in the future. The seven chapters provide (1) an overview of the growth and development of vocational education in Michigan, (2) a statement of position regarding the philosophy and objectives of vocational education as developed by a group of vocational leaders and consultants, (3) a survey of existing vocational curriculums in relation to some aspects of the labor force in Michigan, (4) a vocational education, (5) a summary of vocational teacher education programs in Michigan, (6) a description of the character of research conducted in vocational education, and (7) recommendations and suggested guidelines for future improvements. The appendices include tabular data for (1) occupations of employed persons, by sex, for Michigan counties in 1940, 1950, and 1960, (2) civilian labor change in Michigan, 1950-60, (3) students enrolled in vocational courses, and (4) educational background of teachers by course and grade level of subjects.

4. California Coordinating Unit for Occupational Research and Development. Business Education. RCU Research Summary. Sacramento, California, 1967. 23 pages. ED 014 565. MF $0.75 HC $1.50.

Abstracts of 28 recently completed studies in business education, primarily doctoral dissertations completed from 1960 through 1966, are arranged by the following categories -- (1) automation, (2) business education programs, which includes issues, guidance, and areas in need of research, (3) cooperative programs, (4) employment trends, (5) evaluation, (6) improvement of instruction, and (7) student characteristics. Office education, distributive education, and general business education studies are included within the categories cited.

5. Cohen, Alan K., Compiler. Handbook for the Distributive Education Teacher-Coordinator. Harrisburg, Pennsylvania: Pennsylvania State Department of Education Bureau of Vocational, Technical, and Continuing Education, 1969. 101 pages. ED 066 574. MF $0.75 HC $5.40.

Prepared by state department personnel with the help of an advisory committee and a team of teacher-coordinators, this program guide should be of practical value in developing distributive education programs at secondary, post-secondary, and adult levels. Aimed specifically at administrators and teacher-coordinators, the guide includes sections on: (1) Principles and Philosophy of Distributive Education, (2) Organization and administration, (3) Coordination, (4) Qualities of a Coordinator, (5) Methods, Techniques and Instructional Aids for Teaching Distributive Education, (6) Distributive Education Classroom-Sales Laboratory, (7) Distributive Education Clubs of America (DECA), (8) Guidance Responsibilities of Coordinator, (9) Post-Secondary Opportunities in Distributive Education, (10) Adult Programs, (11) Self-Evaluation, (12) Public Relations in Distributive Education, and (13) Laws Pertaining to Distributive Education.

Also included are a bibliography and various sample forms for use by program coordinators. A complimentary copy is available from Blanche M. Curran, Department of Education, Box 911, Harrisburg, PA 17126.

6. Cook, Fred S. and Others. Senior Year Intensified Demonstration Curriculum Program. Final Report. Detroit, Michigan: Wayne State University, Department of Business and Distributive Education, April 1970. 152 pages. ED 040 297. MF $0.75 HC $7.80.

The study sought to determine the possibility and feasibility of developing an intensified curriculum system that would provide high school seniors (with no prerequisite business courses) with those minimum skills essential for securing an entry job in selected occupational clusters. The first part of this two-faceted study involved the delineation of skills to be taught, development of materials, preparation of teachers to use the materials, and the actual classroom use of these materials with high school seniors. The second part of the program compared the effectiveness of the senior intensified program with the traditional program by collecting data from 710 graduates of the program, and 177 of their employers. Major findings revealed that statistically there is no significant difference between the output of the two programs, but that the intensified program prepared the students in half the time. While both programs train students for work, it is recommended that serious consideration be given to establishing senior year intensified programs as the basic pattern for reimburseable high school vocational education programs. A related study, "Opportunities and Requirements for Initial Employment of School Leavers with Emphasis on Office and Retail Jobs" is available as ED 010 054.

7. DeCarlo, Charles R. and Robinson, Ormsbee W. Education in Business and Industry. New York: Center for Applied Research in Education, Inc., 1966. ED 015 352. Not available from EDRS.

Continuing education is discussed as vital to the prosperity of business and industry when technological change require continual readjustment of job requirements. Roles of industry, universities, and government cooperating to provide the resources, materials, and incentives for continuing education are proposed. Discussions include -- (1) problems of content, administration, and values of educational programs in business as compared to those in schools, (2) the nature of modern business, cost of programs, leadership development, and the relationship of company to community, (3) education and training programs for the individual in the form of apprenticeships, on-the-job-training, cooperative and work study programs at high school and college levels, as well as engineering, research, and marketing training programs, (4) programs for managers including in-company programs, selection of staff and participants, and out-company programs, and (5) difficulties in evaluating programs. A bibliography is included. This document is available from the Center for Applied Research in Education, New York, NY.

8. Denny, Elizabeth. The Merchant Apprentices. A Guide to the Training and Administration of Staff in the Distributive Trades. Glasgow, Scotland: William Collins Sons and Company, Ltd., 1970. 300 pages. ED 045 933. Not Available from EDRS.

Intended as a guide to staff training and administration in the British distributive trades, this book begins by considering the special managerial needs and problems of retailers. It goes on to discuss job satisfaction and dissatisfaction, job analysis, recruitment and reception of new employees, management development (including the evaluation of training), responsibilities of company training officers, the improvement of communications within firms, planning and administering training for clerical and other personnel, visual and audiovisual aids, preparation of training sessions, use of group discussion and case studies, special features of programed instruction, the determination of wages and salaries, and the role of fringe benefits, employee services, and amenities. Provisions of the Race Relations Act (1968) and the Industrial Training Act of 1964 are also covered. The document includes an index, 55 chapter references, a directory of trade associations, and appendixes on further education and training, programed materials, and the impact of government policies on retailing. Available from William Collins and Company, Ltd., 144 Cathedral Street, Glasgow, c.4, Scotland.

9. Ditzenberger, Roger. "Managing Learning Systems". Business Education Forum, Vol. 27, No. 7, April 1973, pages 29-30. EJ 078 850.

To develop and manage a learning system for a distributive education program. The coordinator must be able to plan, develop, organize, direct, evaluate, and revise the total instructional program. Procedures are outlined for each of these activities.

10. Domian, Judi. "Well Trained DE Students Can Cope". American Vocational Journal. Vol. 49, No. 3, March 1974, pages 45-47. EJ 094 209.

Questionnaire responses from graduates of the distributive education program at Fox High School, Arnold, Missouri, indicate that the program, which emphasizes especially supervision and club activities, has succeeded in equipping students with the skills, qualities, and experience necessary to take advantage of the opportunities available to them.

11. Doneth, John R. Teaching Beliefs and Classroom Methodology of Selected Project and Cooperative Plan Distributive Education Teacher Coordinators. Council for Distributive Teacher Education, 1970. 48 pages. ED 047 099. MF $0.75 HC $1.85.

Prepared to assist distributive education personnel in program development and evaluation, this bulletin identifies, compares, and analyzes 100 teaching beliefs of secondary teacher-coordinators. It also identifies those classroom teaching techniques found to be effective for cooperative and project-plan programs. Extracted, for the most part, from a doctoral dissertation, data found in this bulletin were collected from a sample of 120 teacher-coordinators in a

six-state area. Following the statistical analysis and findings, it was concluded that these teaching belief statements are valid for all distributive education teacher-coordinators. Several other conclusions were reached plus five recommendations, one of which states that the findings of this study should be closely examined by all program personnel. The teaching belief statements can be used as the basis for evaluative criteria in secondary, postsecondary, adult, and teacher education programs. Also available from: School of Teacher Education, Ferris State College, Big Rapids, Michigan 19307 (no charge).

12. Great Cities Research Council. New Programs in Vocational Education. Chicago, Illinois, January 1964. 45 pages. ED 001 640. MF $0.75 HC $1.85.

Described are approximately 55 vocational education programs developed by the member great cities within the past 2 years. The brief description of each program includes--the youth involved, program features, program goals and/or evaluations and sources for further information. The following are among the programs reported--job preparation training, cooperative work experience for construction trade students, a diversified shop program, a work internship, a distributive education program, diversified occupations, an office occupations program, practical nursing, vocational guidance, a work-study program for the educable mentally retarded, career guidance for potential dropouts, higher horizons for disadvantaged youth, civil service preparation for noncollege-bound students, cooperative education in municipal government, operation return for high school dropouts, work-evening high school study program, preemployment technical program in computer technology for high school graduates of technical, electrical or electronics courses, a health careers program, and service station management training.

13. Hoos, Ida R. Retraining Under the Manpower Development and Training Act of 1962--Institutional Programs, 1967. ED 013 390. Not available from EDRS.

A discussion of institutional retraining programs under the Manpower Development and Training Act (1962) outlines Manpower reporting and training provisions of the Act itself, discusses problems of implementation in California (i.e., difficulty in furnishing on-the-job programs and proper counseling), outlines national and regional training under MDTA (including financing of remedial education), describes the program of the East Bay Skills Center in Oakland, and reviews MDTA programs to develop licensed vocational nurses, chemists' assistants, retail clerks, and stenographers in the San Francisco Bay area. Case materials suggest that economic prosperity has brought into sharper focus the skill deficiencies and related handicaps of the hard-core unemployed. Document includes footnotes and one table (Characteristics of East Bay Skills Center Enrolleed). Document is chapter 7 of retraining the work force, by Ida R. Hoos, available for $6.00 from University of California Press, Berkeley, 94720.

14. Horowitz, William. Vocational Education in Connecticut, 1966-67. Descriptive Report of Program Activities for Fiscal Year Ending June 30, 1967. Bulletin No. 103. Hartford, Connecticut: Connecticut State Department of Education, Division of Vocational Education, 1967. 44 pages. ED 026 473. MF $0.75 HC $1.85.

Daytime programs recorded 42,008 students, and evening programs 29,217 students enrolled in areas of agriculture, distributive education, health occupations, home economics, office and business, technical education, and trade and industrial education. Fourteen state-operated regional vocational-technical schools, four regional technical institutes, 14 regional vocational agriculture centers, and local school districts in 93 towns were involved. New programs for high school students and adults were started to upgrade skills and to provide basic education. Work-study programs were emphasized and special attention was focused upon improving programs for individuals with special needs. State technical institutes and community colleges continued to expand. The report summarizes the year's activities by program fields in relation to the extents to which objectives were achieved for expanding and improving education for high school students, post high school students, persons already in the labor market, and persons with special needs. Also included are discussions of state activities in strengthening programs, related legislation, activities with other agencies, outstanding strengths and weaknesses of the state program, and youth organizational activities.

15. Kincaid, Harry V. and Hamilton, Phyllis D. A Preliminary Evaluation of Richmond Plan Programs (Pre-Technical Plan) in Secondary Schools. Final Report. Menlo Park, California: Stanford Research Institute, August 1968. 272 pages. ED 025 654. MF $0.75 HC $12.60.

Descriptive data were collected in the form of program case histories, student and teacher surveys and interviews, and school records from eight schools (1966-67) and two schools (1967-68) that were conducting Richmond Plan type programs for average underachieving secondary students. In writing this evaluation, two major questions were asked, namely, "What are the impacts of the Richmond Plan on its students and on the school?" and "What information can be developed that would be useful to schools that are interested in introducing such a plan?" Profiles derived from the case histories are presented for 10 high school programs, and provide a description of the origins, early problems, operation, and major problems of each program. A comparative analysis is made on three issues: (1) effects of these programs, (2) awareness of and attitudes toward the programs, and (3) costs. Administrative guidelines are presented for those considering the implementation of such a program. The findings are discussed in general terms as strengths and weaknesses of the several program variations. The appendix includes the questionnaires and tabular listings of frequency data.

16. Levendowski, Jerry. Cooperative Distributive and Office Education Programs. Berkeley, California: University of California, Division of Vocational Education, 1969. 109 pages. ED 039 322. MF $0.75 HC $5.40.

Prepared by the Division of Vocational Education, University of California, this publication contains information on cooperative distributive and office education programs. Sections describe: (1) cooperative vocational education, giving the characteristics and advantages of cooperative programs, (2) planning activities for cooperative vocational education programs, such as conducting student interest and community surveys and selecting the teacher coordinator, (3) coordination activities, including the advisory committee, public relations, the training program, student selection and progress, record keeping, and program evaluation, (4) the development of related instruction through task analysis, instructional objectives development, student capabilities identification, student performance assessment, and component evaluation, and (5) Federal and State laws. Selected references and a glossary of cooperative distributive and cooperative office education terms are also included. Suggested program forms and the California State Plan for Vocational Education are appended.

17. Logan, William B. and Meyer, Warren G. Review and Synthesis of Research in Distributive Education. Columbus, Ohio: Ohio State University, Center for Vocational and Technical Education, August 1966. 231 pages. ED 011 565. MF $0.75 HC $11.40.

The review and synthesis of the literature on distributive education includes 59 doctoral dissertations written since 1930, 120 masters studies completed from 1957 through 1966, and 71 other studies. Topics covered are: (1) philosophy and objectives, (2) manpower needs and employment opportunities, (3) curriculum development, (4) educational programs, (5) instructional materials and devices, (6) learning processes and teaching methods, (7) student personnel services, (8) facilities and equipment, (9) teacher education, (10) administration and supervision, (11) evaluation, and (12) research. The commentary on the state of distributive education research is accompanied by five tables which present classification of research by graduate degrees, graduate institutions, years, geographic regions, and subjects. The bibliography provides a cross-index to the contents. The conclusions were that studies have dominated research in distributive education and that little use of tests has been made. Statistical methods, electronic data processing, and better research techniques are being used increasingly. Use of experimental methods and the development of tests designed to measure specific educational outcomes are recommended. See Entry 2 for research after 1965.

18. Los Angeles City Schools. Crite[illegible]r Evaluating Instruction in Adult Education. Los Angeles, Califo[illegible]963. 50 pages. ED 021 164. MF $0.75 HC $3.15.

In this guide to the evaluation of instruction in adult education, the stated purpose is to aid adult school administrators in making purposeful classroom visitations in ongoing programs to improve instruction. The subject areas treated are academic subjects, business education, citizenship education, distributive education, fine arts, music, elementary education, parent education, homemaking, nursing, industrial arts, and English as a foreign language. Criteria are listed for instruction in general and for the categories of classroom organization and management, teacher characteristics, teaching techniques, evaluation techniques, and safety practices.

19. Lucas, Stephen R. and Weber, Larry J. The Improvement of Evaluation Procedures of Teachers of Distribution and Marketing. A Research Report. Blacksburg, Virginia: State University of Virginia, Department of Education, 1970. 78 pages. ED 047 130. MF $0.75 HC $4.20.

The purpose of this study was to improve the evaluation proficiencies of high school distributive education teachers in Virginia. A special conference for selected high school distributive education teachers provided instruction in the preparation of evaluation units and actual construction of such units in selected areas. An evaluation of the conference was based on: (1) pretest and posttest measurements of cognitive abilities in principles of evaluation, (2) the construction of evaluation units, and (3) a followup of the participants' implementation of these skills in the actual school setting. Results of the conference were favorable for all three areas. It was therefore recommended that conferences of this type be viewed as worthwhile ventures for improving evaluation abilities of teachers in their respective fields.

20. National Study of Secondary School Evaluation. Evaluative Criteria for Selected Secondary School Vocational Courses. Washington, D.C., Not Dated. 100 pages. ED 053 291. Not available from EDRS.

This series of instruments for evaluating the vocational education program of a secondary school is part of a larger package entitled "Evaluative Criteria" covering 18 subject areas. Vocational education subject areas include programs in: (1) agriculture, (2) business education, (3) distributive education,(4) driver and traffic safety, (5) health education, (6) home economics, (7) industrial arts, and (8) trade, technical, and industrial education. An instrument for philosophy and objectives is also available. Using a checklist and question format, the various program-area instruments deal with the philosophy and objectives, organization of the program, the curriculum, the physical facilities, the instructional program, special characteristics of the program, and general evaluation of the program. Both teachers and administrators should find these instruments of value for evaluating their programs. Available from: National Study of School Evaluation, 2201 Wilson Boulevard, Arlington, Virginia 22201 (single copies are $.40; for package prices request price list).

21. Nelson, Clifford Leon. Source and Extent of Economic Commitments to Public Vocational Education in Minnesota and Their Effects on the Nature of Training Opportunities, 1966. ED 020 377. Not available from EDRS.

The purpose of the study was to examine the economic commitment to public vocational education in Minnesota high schools prior to the Vocational Education Act of 1963 and the effects of this commitment in terms of program offerings and students served. Data was obtained from 444 of the 453 Minnesota school districts. In addition, seniors enrolled in vocational agriculture and distributive education in a stratified random sample of 31 high schools were studied with respect to achievement and aptitude. Adjusted assessed valuation per pupil in the school districts ranged from $1,868 to $22,341. Wealthier districts offered relatively more vocational education. However, school district wealth was independent of school size, and smaller districts offered relatively more vocational education. Vocational agriculture offerings were positively related to vocational education enrollment ratio. Senior vocational education students had lower aptitude scores but close to average achievement when compared with all Minnesota seniors. Aptitude and achievement were independent of economic and enrollment variables. The findings suggest that economic and student variables might offer an approach to evaluating vocational education and that study should be given to federal fund allocation to local school districts for vocational education on an equalization basis. This Ph.D. thesis, submitted to University of Minnesota, is available as 66-12229 for $3.00 on microfilm and for $6.00 as xeroxed copy from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.

22. New York State Education Department, Bureau of Distributive Education. Travel Agency Survey. Final Report. Albany, New York, February 1974. 26 pages. ED 092 679. MF $0.75 HC $1.85.

A research project was conducted cooperatively by the New York State Education Department Bureaus of Distributive Education and Occupational Education Research to determine whether the present secondary programs in New York State provide sufficient career information and adequate preparation for young people to obtain employment in the travel industry. The data from questionnaires sent to all 725 New York State member agencies of the American Society of Travel Agents (ASTA) indicated preparation was sufficient, since they saw no need for a specialized high school curriculum for training travel counselors. However, only 277 responses to the questionnaire were received, and four-fifths of the population surveyed is located in the immediate New York City area, so caution must be used in interpreting the data. Data tables were compiled citing the number of reporting agencies by staff size, the number of types of employees, location from which travel counselors are drawn, the relationship of education to the travel industry, and skills needed by travel counselors. It was concluded that related distributive education subjects, as now being taught, could be made more applicable to the training of travel counselors.

23. Oklahoma State University Research Foundation Developing Curriculum Materials for Cooperative Experience Programs in Agriculture, Agricultural Occupations Institute 1966 Workshop Report (June 6 - July 15, 1966). Stillwater, Oklahoma, 1966. 256 pages. ED 018 607. MF $0.75 HC $12.60.

Thirty vocational agriculture teachers from 11 states developed these curriculum materials for a 2-year high school cooperative experience program for occupations in agricultural sales and service, agricultural machinery, and horticulture. A rationale for curriculum development, an explanation of the curriculum, and an explanation of the cooperative experience program are presented. The major areas of the curriculum are: (1) orientation and human relations, (2) sales and service, (3) records and control, (4) the buying process, (5) organization and management, (6) career opportunities in agricultural business, (7) agricultural sales and service, (8) agricultural machinery, and (9) horticulture. Each unit within an area contains objectives and suggested teaching time, teaching techniques, order of presentation, references, and evaluation methods. Suggested projects for directly related materials, an outline of a public relations program, and a list of public relations tools developed by institute members are included.

24. Riley, Clayton and Omvig, Clayton. A Development Program Utilizing Simulated Occupational Experience in Distributive Education. Lexington, Kentucky: Kentucky Research Coordinating Unit, November 1970. 212 pages. ED 084 355. MF $0.75 HC $10.20.

The developmental programs were initiated to assist in: developing a procedure for training high school students in distributive education utilizing simulated occupational experience; developing specifications for a simulated laboratory for providing occupational experience; developing a curriculum utilizing laboratory training for eleventh and twelfth grade students; determining the facilities and equipment needed; evaluating the effect of the program on adoption of distributive education programs in cooperating schools; and evaluating the effectiveness of such experiences in securing and maintaining employment in distributive occupations. The study group was composed of 128 students in four selected public area vocational-technical schools in Kentucky. The program was effective and demonstrated that simulation can be used effectively. A Coordinator's Handbook, one of the materials resulting from the program, is included and constitutes the major portion of the document. It covers the duties and responsibilities of coordinators. Examples of teaching aids, a curriculum survey, and monthly report forms are also included. A 1972 printing by the Distributive Education Materials Laboratory, Ohio State University is available as Professional Bulletin Series No. 21 (price not available).

25. Russell, Raymond B. Development of a Programmed Text in Salesmanship for Feasibility Testing in Adult Education. Final Report. Emporia, Kansas: Kansas State Teachers College, 1965. 25 pages. ED 003 851. MF $0.75 HC $1.50.

A programed text on salesmanship was developed, field tested for clarity, and reviewed by an advisory committee. Promotion of the text in a random sample of 10 towns of 2,000 to 7,000 population was conducted. The promotion consisted of contact with the local chamber of commerce. Six communities accepted. With 267 adults enrolled under local chamber of commerce sponsorship, 241 students completed the course. The cost of instruction was indicated to be 58 cents per man-hour which included promotion, travel, salary, and textbooks. The conclusion indicated that programed text materials were acceptable and economically feasible for use in small communities.

26. Smith, Gary R. Workshop on Planning, Implementing and Evaluating Balanced Programs in Distributive Education: Final Report. Logan, Utah: Utah State University, May 1969. 187 pages. ED 035 106. MF $0.75 HC not available from EDRS.

This workshop was organized to acquaint State and local officials concerned with distributive education and planning, programing, and budgeting techniques. The workshop was designed to: (1) develop an understanding and appreciation for systematic planning and programing techniques, (2) develop an understanding of the social and economic problems that face distributive education, (3) acquaint its participants with types of base line data needed to develop balanced programs, (4) develop an understanding of the scope of the distributive education program including pre-high school services and interdisciplinary approaches,and (5) develop a model for use in program development and evaluation. Consultants gave presentations covering seven major areas of systematic program planning. Participants completed a workshop problem designed to take them through a total PPB experience. They produced a model for use in PPB for distributive education personnel. Not available in hard copy due to marginal legibility of original document.

27. Tennessee University, Department of Distributive Education. Tennessee Distributive Education Teacher Coordinators' Handbook. Knoxville, Tennessee, not dated. 174 pages. ED 074 261. MF $0.75 HC $7.80.

The purpose of this handbook is to delimit the scope of distributive education in Tennessee and to provide guidelines for vocational program development in distributive education. Intended as a guide for the local distributive education teacher-coordinator, this handbook will also prove useful for administrators, guidance counselors, and businessmen. Responsibilities and qualifications for the teacher-coordinator are specified. The roles of the steering and advisory committees in program planning are delineated. The uses of community surveys, student interest surveys, and followup surveys in distributive education programs are discussed. Facility requirements for individualized and group instruction in a distributive education laboratory are given. General and specific program planning and coordination activities are detailed, taking into account adult education, continuing education, cooperative education, and project training methods. Sample program forms,followup and evaluation techniques, and a glossary are included A description of the Distributive Education Clubs of America is provided.

28. Trapnell, Gail and Others. Organization and Administration of Distributive Education Programs for Adults. Tallahassee, Florida: State Department of Education, July 1966. 85 pages. ED 011 091. MF $0.75 HC $4.20.

This guide was prepared to assist county superintendents, local directors of vocational education, local coordinators, and supervisors in the organization, development, and supervision of distributive education programs for adults. It was especially oriented to Florida. It described distributive cooperative enterprise involving both county school administration and the community. The coordinator of the program worked as liaison between the two, surveying the community, contacting business organizations, forming an advisory committee, selecting teachers, and developing courses of study appropriate to the community needs. The advantages and disadvantages of several teaching methods were discussed, such methods as lectures, forums, symposiums, and buzz sessions. Adult offerings in vocational distributive education were listed for management, supervisory personnel, and employees in such occupational areas as banking, insurance, real estate, and travel. The appendix included teacher certification requirements, award forms, and 23 references.

29. U.S. Office of Education, Department of Health, Education and Welfare. Education for a Changing World of Work, Report of the Panel of Consultants in Vocational Education. Washington, D.C., 1964. 307 pages. ED 019 500. MF $0.75 HC $15.00.

The panel of consultants on vocational education, appointed in October 1961 to review and evaluate existing national vocational education legislation and to make recommendations for improving and redirecting vocational education, submitted this report in November 1962. A major concern was to study the strengths and limitations of the local-state-federal programs, including the implications of automation, technological advance, population mobility, discrimination, urbanization, and program administration. Major divisions of the report are: (1) review, (2) evaluation, (3) improvement and redirection, and (4) role of the federal government. The panel's general recommendations were that vocational education must--(1) offer training opportunities to the 21 million noncollege graduates who will enter the labor market in the 1960's, (2) provide training or retraining for workers whose skills and technical knowledge must be updated and workers whose jobs will disappear, (3) meet the critical need for highly skilled craftsmen and technicians, (4) expand vocational and technical training programs consistent with employment possibilities and national economic needs, and (5) make educational opportunities equally available to all. Related documents are Appendix I, "Technical Training in the United States" (ED 019 502), Appendix II, "Manpower in Farming and Related Occupations" (ED 019 501), and Appendix III (ED 019 398) which contains five position papers used by the panel. This document is available as FS5.280--80021 for $1.25 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

30. Vizza, Robert F. The New Handbook of Sales Training. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967. ED 015 355. Not available from EDRS.

Part 1 of this handbook presents an overview of the purposes and benefits of sales training, the responsibility for it, and the changing role of the salesman. Part 2 deals with organizational implications, including the recruitment of trainees and the selection and training of instructional personnel. Part 3 furnishes guidelines for program planning and for identifying sales training needs. Part 4 reviews training methods and techniques, useful audiovisual aids, and basic principles of learning and effective communication. Part 5 covers the major facets of program administration and control--budgeting, physical facilities and equipment, program implementation and evaluation. The remaining sections discuss related sales training programs (including sales management development), the coordination and integration of sales training with other marketing functions and training programs, contributions of the behavioral sciences, the utilization of outside training resources, and the future role of sales training and related research. The document includes an index, charts and figures, and an extensive bibliography. This document is available from Prentice-Hall, Inc., Englewood Cliffs, N.J.

31. Wisconsin University, School of Education. Workshop Report: Distributive Education Project Development Workshop (Rutgers University, New Brunswick, June 19-30, 1967). Madison, Wisconsin, 1967. 216 pages. ED 023 931. MF$0.75 HC $10.20.

This report of a 2-week workshop contains 12 papers presented by their authors, four business presentations, and 12 group and 25 individual projects. The papers pertain to the application of the project method, objectives and use of projects, and preparing culturally deprived students. The business presentations relate to advertising, credit, merchandising, and personnel. Group projects relate to advertising, promotion, brand comparison, classification of distributive business, communtiy career opportunity, career opportunity distribution in shopping centers, and brand preferences. The individual grooming, and guarantees warantees. Each project includes; descriptive title, objective or purpose, value and scope, materials, equipment, and facilities, pre-project preparation, step-by-step description, and evaluation. ED 023 933 (see entry 32) is a report of the same type of workshop conducted at Wisconsin University and ED 023 932 is a summary and final report of the development and evaluation of both workshops.

32. Wisconsin University, School of Education. Workshop Report: Distributive Education Project Development Workshop. (Wisconsin University, Madison, July 30 - August 11, 1967). Madison, Wisconsin, 1967. 199 pages. ED 023 933. MF $0.75 HC $9.00.

This report of a 2-week workshop contains four papers presented by their authors, eight business presentations, and 1 group and 24 individual projects developed by the workshop participants. The papers pertain to project evaluation, project information, project training and distributive programs. The business presentations relate to new products, the consumer, store operations, retailing, convenience stores, direct sales, industrial distribution, and individual needs of youth. The group projects relate to: display, communication, educational requirements, employment opportunities, job application, style show, product information, advertising, management, and sales. Projects for individual students relate to: career decision (10), job performance (7), sales (6), advertising, and income tax. Each project includes: descriptive title, objective or purpose, nature and scope, materials, equipment, and facilities, pre-project preparation, step-by-step description, and evaluation. ED 023 931 is a report of the same type of workshop conducted at Rutgers, and ED 023 932 is a summary and final report of the development and evaluation of both workshops.

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